Provincial Report

English 30
Grade 12 Diploma Examination

April 1984

Student Evaluation

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PREFACE

This report presents the provincial results of the English 30 Diploma Examination administered on January 17 (Part A) and 27 (Part B), 1984. During this first administration, the English 30 Diploma Examination was written by 7879 students. This report is intended to provide more information about the examination development process, the examination itself, and the examination results.

ACKNOWLEDGMENTS

This first administration of the English 30 Diploma Examination was successful due to the concerted effort of all involved. Success would have been impossible without substantial contributions from many people, particularly the administrators, teachers, and students, who extended their full co-operation.

The technical expertise and advice received from the Examination Review Committee regarding design, development, and reporting have been particularly valuable in the implementation of this diploma examination. This Committee has representation from:

The Alberta Teachers' Association
The Conference of Alberta School Superintendents
The Universities' Co-ordinating Council
The Public Colleges of Alberta
Alberta Education

The contribution made by this group is gratefully acknowledged.

Lloyd E. Symyrozum
Director
Student Evaluation

CHAPTER 1

THE GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

Introduction

All Grade 12 students in Alberta are now required to write at least ONE diploma examination in order to receive a high school diploma. The Grade 12 Diploma Examinations Program, which is an integral part of the high school diploma requirements, is intended to develop and maintain excellence in educational standards through certification of academic achievement.

The Diploma Examinations Program consists of course-specific examinations that are based on the prescribed *Program of Studies for Senior High Schools* for the following Grade 12 (30-level) courses: English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30.

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma.

General High School Diploma

To earn a General High School Diploma, a student must obtain course credit in either English 30 or English 33, and obtain 100 credits distributed over courses as specified in the *Junior-Senior High School Handbook*. Some students who are working toward the general diploma may wish to obtain credits in other diploma examination courses (i.e., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30). To obtain credits in these courses, a student must also write the appropriate diploma examination regardless of which type of diploma he wishes to receive.

Advanced High School Diploma

The Advanced High School Diploma represents achievement in an academic program that includes language arts (English), social studies, mathematics, and science. To earn an Advanced High School Diploma, a student must satisfy the current course and credit requirements for a General High School Diploma and obtain course credit in English 30, Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30, or Physics 30.

Awarding of Course Credits

To obtain credit in any Grade 12 (30-level) course, a student must earn a final mark of 50% or better. To obtain credit in a Grade 12 (30-level) diploma examination course, a student must write the appropriate diploma examination and attain a final blended mark of 50% or better. The "final blended mark" is made up of 50% of the mark awarded by the school and 50% of the diploma examination mark. For example, a student taking English 30 might have a mark of 45% from his school and a mark of 57% on the diploma examination. This student's final mark is the average of the two marks, or 51%. He has therefore earned credits in English 30 because his final mark is over 50%.

Transitional Provisions

During the 1983-84 school year, Alberta Education will recognize all course credits earned prior to September 1, 1983, for the purpose of awarding the General High School Diploma.

Students who have completed partial requirements for the Advanced High School Diploma prior to September 1, 1983, and who are enrolled in Grade 12 courses during the 1983-84 school year, may apply any of the previously completed required diploma examination subjects toward a diploma, provided they have earned a final course mark of 50% or better in each subject.

Award of Excellence

When a candidate for an Advanced High School Diploma obtains a final average of 80% or higher on the four required diploma examination courses with not less than 65% in any one of these four required courses, he receives an Award of Excellence. This Award of Excellence is noted on the student's Advanced High School Diploma.

When a student writes two or three of the diploma examinations in the sciences (i.e., Biology 30, Chemistry 30, and Physics 30), the highest of these final course marks is used for diploma purposes and in the calculation of the average for the Award of Excellence.

CHAPTER 2

EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION

Examination Design and Development

There were four stages in the development of the English 30 Diploma Examination: preparation of curriculum and examination specifications; examination design, development, and field-testing of questions; and selection of questions for the final examination.

The Curriculum Branch of Alberta Education prepared curriculum specifications that identified the major content areas, the specific objectives within each area, and the emphasis each is to receive in the classroom. The curriculum specifications were distributed to all school jurisdictions in the province in a document entitled *Diploma Examinations: Curriculum Specifications for English 30* (July 1983). The Student Evaluation Branch of Alberta Education selected, from the prepared curriculum specifications, a set of diploma examination specifications that formed the basis of evaluation given the limitations of a paper-and-pencil examination design. These diploma examination specifications constitute Section C of *Curriculum Specifications for English 30*.

The Student Evaluation Branch, in consultation with Language Arts supervisors and consultants and with classroom teachers, then designed the English 30 Diploma Examination. The examination design, complete with blueprints, scoring guides, and sample questions, was distributed to all school jurisdictions in the province in *Student Evaluation Branch Bulletin: Volume 3, Number 2: Grade 12 Diploma Examinations Program: English 30* (September 1983).

Under the supervision of the Student Evaluation Branch, examination questions were developed by English 30 teachers from all parts of the province, field tested, and revised. Questions were designed to reflect the reading and writing objectives outlined in the diploma examination specifications.

The final examination was constructed from those questions that best reflected curricular intent and examination design. It was reviewed by a committee of classroom teachers who estimated difficulty levels for each question and suggested revisions. The target mean for the English 30 Diploma Examination was set at 65%. The final draft was approved by an Examination Review Committee consisting of representatives from several stakeholder groups (two Grade 12 English teachers representing The Alberta Teachers' Association; one member each from the Conference of Alberta School Superintendents, the Universities Co-ordinating Council, and the Council of Presidents, Public Colleges of Alberta), and representatives of the Curriculum Branch, the Student Evaluation Branch, and the Regional Offices of Education. The Examination Review Committee checked the draft for content validity, accuracy, and technical merit. Changes to the examination recommended by the committee were made.

Examination Description

The English 30 Diploma Examination consisted of two parts: Part A: Written Response, worth 50% of the total diploma examination score, and Part B: Reading (Multiple Choice), also worth 50% of the total score.

Part A: Written Response

Part A consisted of three sections. Section I: Critical Response to Literature required the student to read a fable and a poem (which served as stimuli for all three sections), to choose a pair of symbols from one of the readings, to explain what each item in the pair symbolized, and to explain how those symbolic meanings developed a contrast and contributed to the main idea in the reading. Section I was worth 15% of the mark awarded for Part A, or 7.5% of the total mark for the English 30 Diploma Examination. Section II: Personal Response to Literature required the student to examine the approaches to life adopted by the characters in the fable and the poem, to choose the approach he or she found more appealing, and to explain why it was more appealing. Section II was worth 15% of the mark awarded for Part A, or 7.5% of the total mark for the examination. Section III: Major Assignment required the student to choose, from the literature studied, two characters who are similar to any two of the characters from the fable and the poem, to compare the ways in which the two characters chosen from literature approach life, to examine the motiviation that prompts the characters to approach life as they do, to describe the consequences of the choices each character makes, and to express an opinion about those choices. The major assignment was worth 70% of the mark awarded for Part A, or 35% of the total mark for the examination.

Students were allowed to use a dictionary and a thesaurus. In each section, space was provided for planning and drafting and for revised work. Students were allotted two and one-half hours to write Part A.

Reporting Categories for Part A: Written Response

To provide information about student writing that is meaningful, it is necessary to examine students' responses in terms of writing components or factors that can be used as reporting categories. Factors evaluated in Sections I and II were: Thought and Detail -- the content present in the student's writing, the concepts, ideas, and literary interpretations presented and the specific detail selected to support these ideas; and Writing Skills -- the accuracy and effectiveness with which the student used diction, sentence structure, and the conventions of writing (i.e., proper spelling, punctuation, and grammar). Section III was assessed according to five reporting categories: Thought and Detail -- the content present in the student's writing, the ideas, details, literary interpretation, and the supporting

details from literature; Organization -- the coherent development of a unified theme or thesis through an appropriate method of organization; Matters of Choice -- the style of writing used by the student, choices of words and syntactic structures used to give emphasis and effectiveness to writing; and Matters of Convention -- the mechanics of writing and the conventions of writing (i.e., proper spelling, punctuation, and grammar). The design of Part A is given in Table 1, page 6.

Table 1

English 30 Diploma Examination Blueprint
Part A: Written Response

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK (%)	
				BY REPORTING CATEGORY	BY TEST SECTION
MINOR ASSIGNMENTS	THOUGHT AND DETAIL** The student should be able to understand and analyze literary form and content, to respond personally to literature, and to demonstrate these abilities in writing.	Concepts 1,3,4,5,6,7,8,9,10,11,12,13	The two writing assignments are connected to the reading of literary selections. One assignment requires the student to understand, analyze, and evaluate techniques used in literature, and to synthesize his thoughts clearly and correctly in writing. The other assignment requires the student to respond to the selections in a personal context.	10%	15%
	WRITING SKILLS The student should be able to communicate clearly and effectively in writing.	Concepts 2,3,4,5		5%	
MAJOR ASSIGNMENT	TOTAL IMPRESSION The student should be able to create a composition that leaves its reader with a favorable total impression.	Concepts 1,2,3,4,5,6,7,8,9,10,11,12,13	The writing assignment sets a specific writing task, but allows the student to choose his method of development and to select supporting details (examples, illustrations) from personal experience with literature that he has studied. The writing assignment is generated from literary selections and requires the student to understand literal and implied meanings and to synthesize his thoughts clearly and correctly in writing.	5%	35%
	THOUGHT AND DETAIL** The student should be able to understand meanings presented in literature; respond critically to literary form, structure, and style; and interpret experiences and values presented through literature. The student should also be able to select details from his own literary experience that will support the ideas he presents in writing.	Concepts 1,3,4,5,6,7,8,9,10,11,12,13		15%	
	ORGANIZATION The student should be able to create a composition that coherently develops a unified theme or thesis through an appropriate method of organization.	Concepts 2,3,4,5		5%	
	MATTERS OF CHOICE The student should be able to use words [illegible] syntactic structures correctly and [illegible]ectively in writing.	Concept 3		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to language conventions appropriate to writing.	Concept 3		5%	
PROPORTION OF TOTAL MARK (%)				50%	50%

* Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31.

** Many reading concepts presented in the English 30 Statement of Content are reflected in the reporting category headed THOUGHT AND DETAIL. Since writing assignments are generated from literary selections, the student has the opportunity, while writing Part A: Written Response, to construct his own response to a reading passage, and to deal with concepts also tested in Part B: Reading (Multiple Choice).

Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice) consisted of 80 items based on 10 reading passages. Information on the numbers and types of reading selections on Part B is presented in Table 2.

Table 2

Distribution of Reading Selection Types

Reading Selection Type	Number of Selections	Number of Items
Modern Drama	1	8
Fiction	2	18
Non-fiction	3	21
Poetry	3	21
Shakespearean Drama	1	12
Total	10	80

Students were allotted two hours to write Part B. Use of a dictionary and thesaurus was not allowed.

Reporting Categories for Part B: Reading (Multiple Choice)

Items were grouped into three reporting categories or subtests: Meanings (39 items), Critical Response (16 items), and Human Experience and Values (25 items). Each reporting category required a minimum of six items to achieve statistical reliability. The reporting categories used in Part B and the proportion of the total examination mark assigned to each reporting category or subtest is given in Table 3, page 9.

Taxonomic Levels for Part B: Reading (Multiple Choice)

A further design consideration affecting the development of Part B: Reading (Multiple Choice) was taxonomic level. Items were classified according to three taxonomic levels: Literal Understanding (13 items), Inference and Application (49 items), and Evaluation (18 items). By considering taxonomic level when developing an examination, the Student Evaluation Branch attempts to ensure that a variety of mental activities will be used by students as they write the examination. Items listed under Literal Understanding are expected to be answered using skills of recognition and recall; those listed under Inference and Application are expected to elicite skills of analysis, interpretation, and application; and items listed under Evaluation are designed to draw forth judgmental skills.

Since there is no way of knowing for certain what skills have been applied by a particular student or group of students when answering a particular examination item, results have not been reported in this document in terms of taxonomic level. Nonetheless, taxonomic level was an important design consideration in the development of the English 30 Diploma Examination.

The classification of the items for each reporting category for each taxonomic level is shown in Table 3. In addition, the proportion of the total examination mark assigned to each taxonomic level is given.

Table 3

English 30 Diploma Examination Blueprint

Part B: Reading (Multiple Choice)

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT*	TAXONOMIC LEVEL			PROPORTION OF TOTAL MARK (%) ***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to understand, interpret, and evaluate author's purpose, theme, thesis, literal and figurative statements, and supporting details as presented in literary and non-literary materials.**	Concepts 6,7,8,10,11,15,16,17,19	(6 items) 8,10,27,41,52,62	(21 items) 1,9,11,12,14,21, 24,28,30,35,37, 39,40,44,46,50, 61,67,71,78,79	(12 items) 6,13,17,26,29, 32,33,55,56, 57,75,80	24.375% (39 items)
2. CRITICAL RESPONSE The student should be able to understand, interpret, and evaluate literary and non-literary form, structure, and style as well as the relationships between form and content.	Concepts 6,7,8,11,12,15,17,20	(1 item) 34	(13 items) 2,5,16,19,25,31, 36,42,45,58,60, 70,76	(2 items) 47,69	20.00% (16 items)
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret values expressed through literature. He should understand and interpret personalities and motives of characters, and the effects of the setting on character, mood, tone, and action.	Concepts 6,7,8,9,12,13,15	(6 items) 15,22,63,64,68, 73	(15 items) 3,20,23,38,43,48, 49,51,53,54,59, 66,72,74,77	(4 items) 4,7,18,65	15.625% (25 items)
PROPORTION OF TOTAL MARK (%)***		8.125% (13 items)	30.625% (49 items)	11.25% (18 items)	50% (80 items)

* Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 13-16.

** The examination presents a variety of selections from fiction, non-fiction (literary and functional), poetry, and Shakespearean and modern drama.

*** Part A: Written Response and Part B: Reading (Multiple Choice) each contributed 50% to the total examination mark.

CHAPTER 3

ADMINISTRATION OF THE EXAMINATION

In December 1983, the Student Records and Computer Services Branch of Alberta Education received Confirmation of Registration lists from principals of all high schools in Alberta with students registered in Grade 12. Principals were asked to verify the registration of students in diploma examination courses within their schools and to indicate any changes in registration that might have occurred. These verified lists allowed Alberta Education, through the Student Evaluation Branch, to estimate numbers of examinations required for each diploma examination course for each school. It also allowed each answer sheet and scoring sheet to be prepared with specific student and school identification information.

Also in December 1983, each superintendent and high school principal was sent a copy of the document entitled *Guidelines and Procedures for Administering the Grade 12 Diploma Examinations: January 1984 Administration*. This document included explanations of the duties and responsibilities of the various parties involved in administering the examinations (the school jurisdiction, the school principal or Chief Presiding Examiner, and the Presiding Examiner). In addition, information about security of the examinations, confidentiality of students' answers, exceptional cases, and examination rules was included.

After the examinations had been printed, they were placed in school packages by subject according to the Confirmation of Registration list that had been verified by the principal. Each school was sent an extra number of examinations -- approximately 10% more than the list indicated.* This allowed for changes in registration and provided for mature students -- persons at least 19 years old as of September 1, 1983, who had been out of school for at least eight consecutive months after their 18th birthday. Mature students were allowed to write any diploma examination for 100% of the final mark without being currently enrolled in the course.

A package of verified copies of the diploma examinations was also prepared for each Chief Presiding Examiner (high school principal). In addition, Chief Presiding Examiner's kits (one per school) and Presiding Examiner's kits (approximately one for each 30 students in the school) were prepared. The Chief Presiding Examiner's kit and the Presiding Examiner's kits contained specific instructions necessary to ensure reliable administration of the examinations. These kits also contained a copy of the Examination Rules.

All of this material -- the packages of examinations, the verified copies, the Chief Presiding Examiner's kits, and Presiding Examiner's kits -- was sent to the central office of each school jurisdiction in Alberta in early January 1984 for dissemination to schools.

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*All high schools with students registered in Grade 12 received a minimum of three extra copies of each diploma examination to be kept on file in the school as information for teachers and students.

School jurisdictions were responsible for delivering examination materials to schools before the administration dates. The written-response portion (Part A) of the English 30 Diploma Examination was administered on January 17, 1984, and Part B: Reading (Multiple Choice) was administered on January 27, 1984. School jurisdictions were responsible for keeping the examinations secure prior to administration and for supervising the collection of examination materials from schools after administration.*

Examinations were returned to Alberta Education in the following manner. School jurisdictions in Zones 1, 4, 5, and 6 returned materials as directed by their Regional Offices of Education. Jurisdictions in Zones 2 and 3 returned materials directly to the Student Evaluation Branch receiving area at the Legislature Annex, 9718 - 107 Street, Edmonton. At the Legislature Annex, the examinations from each school were checked against the school's List of Candidates and prepared for marking.

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*Grade 12 diploma examinations written by students enrolled in category I private schools were administered through their Acting Superintendents -- usually Regional Office of Education personnel.

CHAPTER 4

SCORING OF PART A: WRITTEN RESPONSE

Organization of Markers

A marking centre was established in Edmonton on the fourth floor of the Legislature Annex. One hundred and fifty teachers from across the province of Alberta spent approximately one week (January 30, 1984, to February 3, 1984) marking Part A: Written Response. To qualify for marking, each teacher had to have a valid permanent Alberta teaching certificate, to have taught English 30 for at least two years, and to be currently teaching English 30.

The 150 markers were divided into 25 groups to facilitate the administration of marking. Each group was headed by a group leader, who was responsible for helping to train the group of markers and for conducting reliability reviews. The 25 group leaders were brought to the marking centre for an initial meeting with Student Evaluation Branch personnel on Saturday, January 28, 1984, to respond to the scoring guides (see Appendix A, p. 29) that had been prepared and to read, discuss, and come to a consensus about the quality of papers selected for training purposes.

Training

On Monday, January 30, 1984, the 150 markers met at the Legislature Annex. The first morning was used for training the 150 markers. The training began with the markers being divided into three large groups of 50. Student Evaluation Branch personnel led each of the groups through an overview of the marker's manual, a copy of which had been provided for each of the markers. The criterion-referenced scoring scales for each of the three writing assignments were presented to the markers. Markers then regrouped into their 25 small groups to read and discuss eight papers that had been selected for training purposes. Group leaders led the discussion and later, again in the three large groups, reported the opinions expressed in their small groups. Student Evaluation Branch personnel then led the large groups through the mechanics of the marking procedure, the paper flow, and procedures for filling out forms.

Marking

The remainder of the week was used to evaluate student papers independently. Additional marking sessions were held on a voluntary basis on Tuesday, Wednesday, and Thursday evenings, and on Saturday, February 4, 1984. On Monday, Tuesday, and Wednesday of the following week, a group of 10 markers met to complete the marking of the last batch of papers.

Group leaders participated in standard-setting for Part B: Reading (Multiple Choice) on Monday afternoon, Tuesday at noon, Wednesday at noon, and Friday morning.

Before papers were made available to the markers, student indentification information was removed, and papers were placed into bundles of eight. The bundles were grouped into four batches. Batches of papers were marked and the score sheets processed one batch at a time, so that papers that had received discrepant scores could be identified, pulled, and given a fourth reading during the marking session.

Because information identifying the student had been removed before the papers were bundled, markers had no way of knowing the identity of the student who wrote the paper, or the student's school. Markers were instructed to refer to their group leader any paper in which personal knowledge of the student was suspected.

All papers were given three independent markings. A marker would take a bundle of papers from a table labelled "Unmarked Papers." He would check the back cover of each paper in the bundle to make certain he had not yet read any of the papers. (Each marker was assigned a number that he entered on the back of each of the papers he marked.) He would then return to his group and independently mark each of the papers in the bundle by applying the criterion-referenced scales. The marker would assign a mark of 1 (low) to 5 (high) on each of the scales appropriate to the assignments. All of this information was placed by the marker on a machine-scorable sheet. (See Appendix B, page 33.) The marker would place his marker number on the back cover of each paper in the appropriate box, and return the bundle of papers to another table labelled "Marked Papers." The process would then be repeated.

Reliability Reviews

Reliability of results was of prime concern during the marking sessions. Because of this, reliability review sessions were scheduled twice daily -- at 10:00 a.m. and at 2:00 p.m. At these sessions, all markers were given identical papers. The original plan called for two papers to be used in each reliability review, but because two papers could not be discussed in the time allotted, from Tuesday on only one paper was presented at each review. All markers independently read and assigned marks to the paper, and the group leaders recorded their marks. Each group then discussed the paper scale-by-scale, with the discrepant or divergent markers on a particular scale speaking first. At the end of the reliability review, group leaders forwarded their recorded marks to Student Evaluation Branch personnel, who then tallied all marks and posted the distribution of marks for that session. This information provided useful feedback for monitoring the application of the scoring guides by the markers. Group membership changed at the Monday and Tuesday reliability reviews. Wednesday and Thursday, markers remained with their group leaders for the morning reliability reviews and group membership changed for the afternoon sessions.

To provide markers with additional information on reliability, individual marker performance reports were prepared. See Appendix C, page 34, for a sample of the performance report.

Scale-by-Scale Assignment of Final Mark

Once the papers from a batch had received three markings, their scoring sheets (see Appendix B, page 33) were scanned and the results determined by a computer. The computer was programmed to assign the median mark for each scale as the final mark. If, for example, the first marker had awarded a particular paper a 3 for Thought and Detail on Section I, the second marker a 2, and the third a 4, the computer would have assigned that paper the median mark of 3 for that particular scale. In this case, the marks given by the second and third markers (2 and 4) would have been considered divergent, since they each differed from the median mark by one scale point. If, on the other hand, the first marker had awarded a 4, the second a 4, and the third a 2, the computer would have assigned the median mark of 4 for the scale. In this second case, the marks given by the first two markers would have been in agreement (both 4's), but the mark given by the third marker (2) would have been considered discrepant, since it differed from the median mark by more than one scale point.

Handling of Discrepant Papers

Discrepancy on one scale alone was not enough to require a fourth marking for any paper. If, however, a number of scales on a particular paper were discrepantly marked by the first three readers, the scale or scales that were discrepant were given a fourth marking. Marks assigned during the fourth marking had to fall within the range of marks that had been established by the first three markers. If, for example, the first marker had awarded the paper a 1 on a particular scale, the second marker a 3, and the third marker a 3, the fourth marker could award the paper a 1, a 2, or a 3 on this same scale. The fourth marker could <u>not</u> go outside of the set range of marks to assign the paper a 0, a 4, or a 5 on that scale.

CHAPTER 5

RESULTS AND OBSERVATIONS

Total Examination Results

The results of the English 30 Diploma Examination are summarized in tables 4 and 5. The average mark for all students for the total examination was 61.4%. Students achieved an average of 30.4 marks out of 50 on Part A: Written Response, and an average of 31.0 marks out of 50 on Part B: Reading (Multiple Choice).

Table 4

Total Examination Results

	Mean	Standard Deviation
Total Examination	61.4%	11.9
Part A: Written Response	30.4	7.2
Part B: Reading (Multiple Choice)	31.0	8.1

Standard test statistics indicate that the multiple-choice section has a satisfactory level of reliability for a test measuring a broad range of concepts and skills. The KR-20 coefficient for the multiple-choice part of the examination was 0.852.

Standard-Setting

Every effort was made to design an English 30 diploma examination that would be a valid and reliable measure of what students can be expected to know as a result of instruction in this course. A specific standard or level of expectation inherent in the examination was established through careful test development procedures. To ensure that each form of examination administered in 1984 will be parallel to each other, the Student Evaluation Branch has adopted a process of standard-setting. One way to review the standards inherent in each examination is to involve classroom teachers in making judgments about the difficulty of the examination.

The teachers who assisted with training markers and who served as group leaders during the marking of the written-response portion of the examination also served as standard-setters. They reviewed the difficulty level of each question in terms of a borderline passing student (who merits 50%), a borderline "B" student (who merits 65%), and a borderline "A" student (who merits 80%). After teachers gave their initial judgments on question difficulty, they were given information about the actual distribution of the students' examination marks. They were then given the opportunity to modify their judgments. In English 30, the teachers recommended that the actual distribution of the students' examination marks were appropriate at the 50% and 65% borderlines. Although they suggested that a slightly larger number of students should receive A's, it was decided to accept the actual distribution as the standard.

Relationship Between Examination Marks and School-Awarded Marks

The averages for examination marks, school-awarded marks, and final blended marks were 61.5, 63.9, and 63.2 respectively. The percentages of students receiving A's, B's, C's, and F's is shown below in Table 5.

Table 5

Percentage Distribution of A's, B's, C's, and F's

Letter Grade	Examination Mark	School-Awarded Mark	Final Blended Mark*
A (80-100%)	6.4	9.2	5.8
B (65-79%)	32.8	40.0	38.0
C (50-64%)	49.2	42.8	50.3
F (0-49%)	11.6	8.0	5.9

*These final blended marks include the marks of students who did not receive BOTH a school-awarded mark and an examination mark for various reasons (see pages 1 and 2).

The correlation between examination marks and school-awarded marks was 0.56, indicating that a relatively weak relationship exists between school-awarded marks and examination marks. It is normal to expect differences between the two marks because the examination score is limited to reflecting achievement only in those objectives in English 30 that can be examined by a paper-and-pencil test, while the school-awarded mark reflects achievement in listening, speaking, viewing, and all other objectives of the course. The school-awarded mark also reflects the quality of work completed by students.

Results for Part A: Written Response

In tables 6, 7, and 8, the results for Part A: Written Response are given. The three tables examine, in turn, the three different sections of Part A.

Section I: Critical Response to Literature

Table 6

Percentage Distribution of Scores on Section I

Score (Scale Points)	Reporting Category	
	Thought and Detail	Writing Skills
5 (Exceptional)	7.1	4.7
4 (Proficient)	30.1	33.2
3 (Satisfactory)	39.6	49.7
2 (Limited)	17.1	9.2
1 (Poor)	4.4	1.4
0 (Insufficient or No Response)	1.7	1.7

Observations regarding the results for Section I follow: for Thought and Detail, 76.8% of the students scored Satisfactory or better (received scores of 3, 4, or 5), and 21.5% of the students scored Limited or Poor (received scores of 2 or 1). For Writing Skills, 87.6% of the students scored Satisfactory or better, and 10.6% scored Limited or Poor. A total of 1.7% of the students did not attempt Section 1, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section II: Personal Response to Literature

Table 7

Percentage Distribution of Scores on Section II

Score (Scale Points)	Reporting Category	
	Thought and Detail	Writing Skills
5 (Exceptional)	5.0	3.9
4 (Proficient)	24.6	28.3
3 (Satisfactory)	51.5	53.3
2 (Limited)	14.3	10.9
1 (Poor)	2.6	1.7
0 (Insufficient)	2.0	2.0

Observations regarding the results for Section II follow: for Thought and Detail, 81.1% of the students scored Satisfactory or better (received scores of 3, 4, or 5), and 16.9% of the students scored Limited or Poor (received scores of 2 or 1). For Writing Skills, 85.5% of the students scored Satisfactory or better, and 12.6% scored Limited or Poor. Two per cent of the students did not attempt Section II, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section III: Major Assignment

Table 8

Percentage Distribution of Scores on Section III

Score	Reporting Category				
	Total Impression	Thought and Detail	Organization	Matters of Choice	Matters of Convention
5 (Exceptional)	2.5	3.0	3.5	3.3	4
4 (Proficient)	19.4	19.1	23.5	22.2	31
3 (Satisfactory)	52.5	43.9	54.1	56.3	48
2 (Limited)	21.6	29.0	16.2	14.8	12
1 (Poor)	2.4	3.5	1.1	1.8	2
0 (Insufficient)	1.5	1.5	1.5	1.5	1

Observations about the results for Section III follow: for Total Impression, 74.4% of the students scored Satisfactory or better (received scores of 3, 4, or 5), and 24.0% scored Limited or Poor (received a 2 or 1). For Thought and Detail, 66.0% of the students scored Satisfactory or better, and 32.5% scored Limited or Poor. For Organization, 81.1% of the students scored Satisfactory or better, and 17.3% scored Limited or Poor. For Matters of Choice, 82.8% of the students scored Satisfactory or better, and 16.6% scored Limited or Poor. For Matters of Convention, 84.3% of the students scored Satisfactory or better, and 14.1% scored Limited or Poor. A total of 1.5% of the students did not attempt Section III, or produced compositions that were considered to be insufficient for marking purposes or off-topic.

Results for Part B: Reading (Multiple Choice)

The results for Part B: Reading (Multiple Choice) by reporting category are presented in Table 9. It is important to note that one item (#52) from the first reporting category, Meanings, was deleted from Part B. This meant that the 50% of the total mark for the English 30 Diploma Examination assigned to Part B was calculated from a possible raw score of 79. Discussion of item 52 and of other selected items follows later in this report.

Table 9

Results for Part B: Reading (Multiple Choice)

(Raw Scores)

Reporting Category	Mean	Standard Deviation
1. Meanings (38 items)	24.7	5.1
2. Critical Response (16 items)	10.5	2.5
3. Human Experience and Values (25 items)	13.8	3.9

Although performance in the different reporting categories appears to show some variation, caution is advised in comparing them. The sets of items that make up each reporting category were not selected to be equal in average level of difficulty. Thus, differences may be due to variations in item difficulty rather than in student performance. In combination with jurisdiction results, however, the norms can be used to detect patterns of relative strength or weakness in achievement in each of the reporting categories.

Item response frequencies for all 80 items appearing in Part B: Reading (Multiple Choice) are presented in Table 10.

Table 10
Item Response Frequencies

Item Number	Key	Percentage of All Students Choosing Alternative A	B	C	D	Item Number	Key	Percentage of All Students Choosing Alternative A	B	C	D
1	D	7	6	9	78	41	B	11	70	16	4
2	D	14	14	7	64	42	A	70	9	4	16
3	B	5	78	7	11	43	D	4	10	8	78
4	D	5	48	7	41	44	A	53	23	12	12
5	A	96	2	2	1	45	C	14	9	60	18
6	B	5	62	23	10	46	D	8	17	8	67
7	A	49	9	14	28	47	D	7	16	1	76
8	B	17	69	12	3	48	A	46	9	23	22
9	A	75	6	9	10	49	C	4	4	85	8
10	B	4	78	17	1	50	C	17	42	40	1
11	B	3	87	6	5	51	C	27	9	60	4
12	C	17	4	69	10	52*	D	48	15	6	31
13	A	60	2	32	6	53	A	49	4	43	4
14	A	64	10	10	16	54	A	63	13	4	20
15	B	4	96	0	0	55	C	5	26	54	15
16	B	12	77	5	6	56	C	16	4	55	26
17	C	1	23	76	1	57	C	4	11	80	5
18	C	8	24	67	1	58	B	6	80	4	11
19	A	55	1	38	5	59	A	44	17	3	35
20	D	8	3	11	78	60	D	7	5	17	69
21	B	13	77	3	7	61	B	20	51	2	27
22	A	71	7	3	19	62	B	10	85	5	1
23	D	9	3	29	59	63	D	35	26	12	26
24	A	91	1	4	4	64	A	38	17	24	21
25	C	3	43	46	7	65	B	4	29	4	63
26	D	6	3	3	87	66	C	14	13	66	8
27	C	26	10	45	19	67	C	35	8	39	19
28	D	1	1	4	94	68	B	26	46	23	6
29	C	10	20	45	25	69	A	79	5	9	7
30	A	88	2	3	8	70	B	11	46	31	12
31	A	49	13	8	30	71	C	28	18	39	14
32	C	5	5	77	13	72	C	36	5	42	16
33	D	5	3	33	60	73	C	13	32	31	23
34	D	13	21	16	50	74	A	25	12	58	4
35	B	14	68	3	14	75	A	79	1	19	1
36	D	12	9	17	62	76	B	14	69	6	12
37	C	18	7	72	3	77	A	39	7	8	46
38	C	12	5	72	11	78	D	24	3	9	64
39	B	26	21	13	41	79	A	45	30	14	11
40	D	16	10	14	61	80	B	10	44	41	5

*Item 52 was deleted from the examination. This meant that the 50% of the total examination mark assigned to Part B was calculated out of a possible raw score of 79.
Totals may not add to 100 due to rounding.

Discussion of Selected Items

Item 1 appeared with a short poem by Alden Nowlan entitled "Warren Pryor."

1. In line 7 the word "passport" suggests

   A. ambition
   B. pilgrimage
   C. career
   D. deliverance

Table 10 shows that 7% of the students chose alternative A as the correct answer, 6% chose alternative B, 9% chose alternative C, and 78% chose alternative D, which was the keyed response. This particular item was not very difficult, and 78% of the students answered it correctly.

Item 39 proved to be extremely difficult for the students. It appeared with an essay by Erich Fromm entitled "Is Love An Art?"

39. The writer's MAIN purpose is to

   A. caution
   B. persuade
   C. condemn
   D. classify

Although item 39 proved to be a difficult item (only 21% of the students answered it correctly), it was decided that it should remain a part of the examination because it addresses key curriculum objectives (see concepts 3, 4, 5, 9, 10) and has a clearly correct answer readily confirmed by the text of the passage. Students may not have taken the time to re-read the passage in order to arrive at the answer, even though re-reading was necessary.

Item 52 also proved to be quite difficult -- 31% of the students answered correctly. In addition, two answers drew more or less equally. Although consensus was that the keyed response is the correct one, it was decided to delete item 52 because students seemed unable to differentiate between the keyed response D (31%) and alternative A (48%). Item 52 appeared with an excerpt from the play *Overlaid*, by Robertson Davies.

52. Pop's predominant tone in the selection is

   A. bitter
   B. sentimental
   C. tragic
   D. mocking

Item 53 was also reviewed because some teachers were concerned that it did not have a clearly correct answer. However, the item did not prove to be problematic for the students. The item, also based on *Overlaid*, appeared on the examination as follows:

53. The fact that Ethel calls her son "Lover" indicates that she

    A. has a distorted understanding of love
    B. thinks she is being funny
    C. spoils him by catering to his every wish
    D. is aware that he has been charming the local girls

The keyed answer, alternative A, was chosen by 49% of the students, while 43% chose alternative C. However, the test score mean of those who chose A was 51, and for those who chose C was 47, which indicated that the item was discriminating adequately. For these reasons it was decided to retain the item.

Item 65 was also reviewed because of its difficulty -- 29% of the students answered correctly. Item 65 appeared with an excerpt from *Henry VI, Part III*, by William Shakespeare.

65. The "she" referred to in line 32, "She did corrupt frail Nature with some bribe," is

    A. Law
    B. Love
    C. Gloucester's lady
    D. Gloucester's mother

However, it was decided that the item has a clearly correct answer that is justifiable from the passage. As well, the task presented by the item involves a specific skill and understanding that is essential for Grade 12 students to have mastered (understanding and determining pronoun antecedents). The item tests concepts 3 and 11 of the curriculum, and represents a problem often found in students' writing as well as a problem experienced by students in reading. For these reasons it was decided to retain item 65.

Item 74 was reviewed because it also proved to be difficult -- only 25% of the students answered it correctly. Item 74 appeared with an excerpt from "The Stream Runs Fast," by L. Rasmussen et al.

74. The characters of both Mrs. Claude Nash and Mrs. Nellie McClung are

    A. resolute and shrewd
    B. cynical and embittered
    C. tactful and diplomatic
    D. fanatical and emotional

This item was retained because it has a correct answer justifiable from the passage, and because, although difficult, the item discriminated well. The test mean for those choosing the correct answer was 55%, and for those choosing the next most popular alternative, the test mean was 48%. As well, the item tests skills that are stressed in the curriculum.

Item 77 was also based on "The Stream Runs Fast."

77. The MAIN reason that Sir Radmond Roblin wishes to remain ignorant of the conditions in the factories is that he is

A. committed to preserving the established order of power
B. revolted by the appearance of the garment workers
C. angered by the Canadian Women's Press Club
D. concerned about the financial implications of change

Although some teachers expressed concern about this item, it was retained because it is justifiable curricularly, has face validity, and has a clear right answer based on the text. It also falls within the acceptable range of difficulty.

Summary of Observations

Total Examination

Achievement on the English 30 Diploma Examination was generally regarded as acceptable by teachers involved in the test development and marking processes. The actual examination mean of 61.4% is fairly close to the target mean of 65.0%. In addition, the fact that only 11.6% of the students writing the examination scored less than 50% suggests that students are successfully learning those concepts and skills covered by the English 30 Diploma Examination. It should be noted, however, that there were few high achievers on this particular examination. Only 6.4% of the students scored 80% or better.

Part A: Written Response

Overall achievement on Part A: Written Response was fairly good. On Section I: Critical Response to Literature, the majority of students (76.8% to 87.6%) scored Satisfactory or better depending upon the reporting category being examined. On Section II: Personal Response to Literature, the majority of students (81.1% to 85.5%) again scored Satisfactory or better depending upon the reporting category being examined.

On Section III: Major Assignment, student performance was poorer than on the minor assignments. To do well, students had to have a good understanding of the literature they chose to discuss. On Total Impression, 74.4% of the students scored Satisfactory or better. The category in which students scored lowest was Thought and Detail -- 66.0% scored Satisfactory or better. Achievement in the remaining categories of Organization, Matters of Choice, and Matters of Convention, was, however, quite acceptable, with 81.1% to 84.3% of students scoring Satisfactory or better.

Part B: Reading (Multiple Choice)

Achievement on Part B: Reading (Multiple Choice) was adequate. Depending upon the reporting category or subtest being examined, means varied from 55.1% to 65.4%. The overall mean on Part B was 48.9 raw score marks out of 79. This indicates an acceptable standard of achievement.

APPENDIX A

ENGLISH 30 WRITTEN-RESPONSE SCORING GUIDE

Minor Assignment

Thought and Detail (Curriculum Concepts 1 to 13 inclusive)

5 EXCEPTIONAL writing presents mature and insightful ideas enriched by effective details that are, in themselves, significant and memorable. Literary interpretations, where required, are perceptive and defensible. The choice of details from the selections contributes significantly to the development of ideas.

4 PROFICIENT writing presents insightful ideas supported by appropriate details OR conventional ideas supported by effective details that are, in themselves, significant and memorable. Literary interpretations, where required, are perceptive and defensible. The choice of details from the selections contributes to the development of ideas.

3 SATISFACTORY writing presents conventional ideas supported by appropriate details. Literary interpretations, where required, are defensible. The choice of details from the selections supports the ideas.

2 LIMITED writing presents conventional ideas that are either unsupported or are accompanied by inappropriate details. Literary interpretations, where required, are incomplete or superficial. The choice of details from the selections does not support the ideas coherently.

1 POOR writing presents scant ideas and details that do not develop the topic. Literary interpretations, where required, are not defensible. The choice of details from the selections obscures the ideas.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 EXCEPTIONAL writing communicates cogently through accurate and effective diction and sentence structure. Effective use of convention enhances the communicative power of the composition.

4 PROFICIENT writing communicates capably through accurate and generally effective diction and sentence structure. Errors in spelling, punctuation and grammar do not reduce the communicative power of the composition.

3 SATISFACTORY writing communicates clearly through generally accurate and generally effective diction and sentence structure. Errors in spelling, punctuation, and grammar reduce but seldom impede the communicative power of the composition.

2 LIMITED writing communicates incompletely through generally accurate but frequently ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar often impede the communicative power of the composition.

1 POOR writing communicates unsuccessfully through frequently inaccurate and generally ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar severely impede the communicative power of the composition.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess the writing skills.

Major Assignment

Total Impression (Curriculum Concepts 1 to 13 inclusive)

5 EXCEPTIONAL writing presents perceptive ideas, supporting details, words, and structures that form a coherent and unified whole. The writer's purpose and intended audience are unquestionably evident throughout the work, and his tone is both apparent and always appropriate. This writing communicates clearly, effectively, and with vitality. Such writing demands respect.

4 PROFICIENT writing presents appropriate ideas, supporting details, words, and structures that form a coherent and unified whole. The writer's purpose and intended audience are clear throughout the work, and his tone is generally apparent and appropriate. This writing communicates clearly and effectively. Such writing prompts attention.

3 SATISFACTORY writing presents conventional ideas, supporting details, words, and structures that form a coherent and unified whole. The writer's purpose and intended audience are generally clear throughout the work, and his tone, when apparent, is appropriate. This writing communicates clearly. Such writing is usually accepted as adequate.

2 LIMITED writing presents casual ideas, supporting details, words, and structures that lack coherence and unity. The writer's purpose, intended audience, and tone are generally unclear. This writing communicates ineffectively or incompletely. Such writing does not satisfy the reader.

1 POOR writing lacks a central idea, purpose, or focus. Coherence and unity are not achieved. The writer's purpose and intended audience are unclear. The tone is either inappropriate or unclear. This writing impedes communication. Such writing frustrates the reader.

0 INSUFFICIENT writing shows that the assignment has not been attempted or that the attempt is of insufficient length, or that the attempt is completely off-topic.

Thought and Detail (Curriculum Concepts 1-13 inclusive)

5 EXCEPTIONAL writing presents mature and insightful ideas enriched by effective details that are, in themselves, significant and memorable. Literary interpretations are perceptive and defensible. The choice of details from literature contributes significantly to the development of ideas.

4 PROFICIENT writing presents insightful ideas supported by appropriate details OR conventional ideas supported by effective details that are, in themselves, significant and memorable. Literary interpretations are perceptive and defensible. The choice of details from literature contributes significantly to the development of ideas.

3 SATISFACTORY writing presents conventional ideas supported by appropriate details. Literary interpretations are defensible. The choice of details from literature supports the ideas.

2 LIMITED writing presents conventional ideas that are either unsupported or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. The choice of details from literature does not support the ideas coherently.

1 POOR writing presents scant ideas and details that do not develop the topic. Literary interpretations are not defensible. The choice of details from literature obscures the ideas.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4, 5)

5 EXCEPTIONAL writing presents a compelling introduction, successfully constructed to provoke further reading. The middle is crafted so that the sentences and ideas flow smoothly to an effective conclusion.

4 PROFICIENT writing presents an effective introduction that attempts to encourage further reading. The middle is developed so that sentences and ideas flow smoothly to an appropriate conclusion.

3 SATISFACTORY writing presents a focused and functional introduction, middle, and conclusion. Sentences and ideas are clearly related but coherence occasionally falters.

2 LIMITED writing may lack an introduction, or have an introduction that is not functional. The conclusion, if attempted, may be unsuccessful. Relationships among sentences and relationships among ideas are frequently unclear.

1 POOR writing presents neither an introduction nor a conclusion. Sentences and ideas are presented in no particular order.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess the organization of the material.

Matters of Choice (Style) (Curriculum Concept 3)

5 EXCEPTIONAL writing presents a selection and use of words and sentence structures that is accurate, effective, and often polished. Choices appear to have been made deliberately to achieve a particular purpose. Tone is appropriate, discernible, and controlled.

4 PROFICIENT writing presents a selection and use of words and sentence structures that is accurate and generally effective. Choices frequently appear to have been made deliberately to achieve a particular purpose. Tone is appropriate, discernible, and usually controlled.

3 SATISFACTORY writing presents a selection and use of words and sentence structures that is generally accurate and generally effective. Choices occasionally appear to have been made deliberately to achieve a particular purpose. Tone, when discernible, is appropriate.

2 LIMITED writing presents a selection and use of words and sentence structures that is frequently inaccurate and ineffective. Choices seldom appear to have been made deliberately to achieve a particular purpose. Tone may be absent or inappropriate.

1 POOR writing presents a selection and use of words and sentence structures that is frequently inaccurate and ineffective.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of choice.

Matters of Convention (Curriculum Concept 3)

5 EXCEPTIONAL writing is essentially free from errors in spelling, punctuation, and grammar. The effective use of conventions enhances the communicative power of the composition.

4 PROFICIENT writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.

3 SATISFACTORY writing has occasional errors in spelling, punctuation, and grammar. These errors reduce but seldom impede the communicative power of the composition.

2 LIMITED writing has frequent errors in spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.

1 POOR writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of convention.

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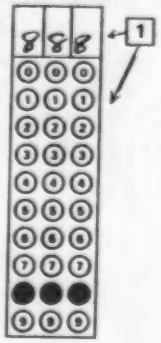
Alberta
EDUCATION

SCORING SHEET

ENGLISH 30

3100 COURSE CODE | 60004 INDEX NO.

READER'S I.D. NUMBER



READING # 1 [9]

BLANK BOOKLET ○ [2]

1. MINOR ASSIGNMENT:

NO RESPONSE ○ [3]

THOUGHT AND DETAIL 0 1 2 3 4 5 [4]

WRITING SKILLS 0 1 2 3 4 5

2. MINOR ASSIGNMENT:

NO RESPONSE ○ [5]

THOUGHT AND DETAIL 0 1 2 3 4 5 [6]

WRITING SKILLS 0 1 2 3 4 5

3. MAJOR ASSIGNMENT:

NO RESPONSE ○ [7]

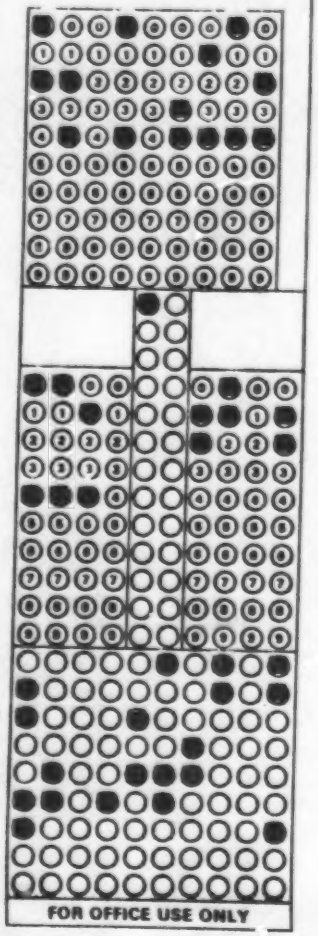
TOTAL IMPRESSION 0 1 2 3 4 5

THOUGHT AND DETAIL 0 1 2 3 4 5

ORGANIZATION 0 1 2 3 4 5 [8]

MATTERS OF CHOICE 0 1 2 3 4 5

MATTERS OF CONVENTION 0 1 2 3 4 5



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APPENDIX B

IDENTIFICATION

3100 COURSE CODE | 60004 INDEX NO

English 30
Using the Scoring Sheet
USE HB PENCIL

1. Insert your reader number in figures, fill in the corresponding bubbles.
2. If no questions have been answered, fill in this bubble.
3. If there is no response to Minor Assignment 1, fill in this bubble.

OR

4. Score Minor Assignment 1 by filling in the appropriate bubble for each scale.
5. If there is no response to Minor Assignment 2, fill in this bubble.

OR

6. Score Minor Assignment 2 by filling in the appropriate bubble for each scale.
7. If there is no response to the Major Assignment, fill in this bubble.

OR

8. Score the Major assignment by filling in the appropriate bubble for each scale.
9. This answer sheet is for Reading #1. The other sheets, for Reading #2 and Reading #3, will be completed in the same manner by the second and third markers.

Turn to the back cover of the test booklet and enter your Marker Number in the appropriate box.

INDIVIDUAL MARKER FINAL PERFORMANCE REPORT - ENGLISH 30

DATE: 16/ 3/84

MARKER: 000

NUMBER OF PAPERS SCORED: 146 AVERAGE FOR ALL MARKERS: 146.
PERCENT OF PAPERS REQUIRING RESCORING: 10.3% AVERAGE FOR ALL MARKERS: 14.4%

THE FOLLOWING TABLES WILL ALLOW YOU TO COMPARE THE SCORES YOU HAVE GIVEN TO THE PAPERS YOU HAVE SCORED TO THE AVERAGES FOR ALL MARKERS ON ALL PAPERS SCORED. THE FIRST TABLE SHOWS THE FREQUENCY IN PERCENT WITH WHICH YOU AWARDED SCORES IN EACH CATEGORY FOR EACH MARKING SCALE, AND THE PERCENTAGE OF ALL SCORES FROM ALL MARKERS FOR THE SAME CATEGORY. SINCE A DIFFERENT SELECTION OF PAPERS WAS MARKED BY EACH MARKER, SOME VARIATION IS EXPECTED.

SCALE BY SCALE CATEGORY FREQUENCIES IN PERCENT

SCALE NAME		0	1	2	3	4	5
MINOR ASSIGNMENT 1							
THOUGHT AND DETAIL	ALL MARKERS	2.0	5.9	18.5	34.9	27.1	11.6
	MARKER 000	2.4	4.1	17.1	26.7	35.6	13.0
WRITING SKILLS	ALL MARKERS	4.9	2.3	11.9	44.5	30.9	6.5
	MARKER 000	3.4	4.1	4.8	47.9	34.9	4.8
MINOR ASSIGNMENT 2							
THOUGHT AND DETAIL	ALL MARKERS	2.2	3.9	17.7	43.2	24.4	9.6
	MARKER 000	5.5	2.1	16.5	45.5	24.7	5.5
WRITING SKILLS	ALL MARKERS	5.5	2.8	14.0	46.7	27.5	3.5
	MARKER 000	2.7	4.8	7.5	54.1	27.4	3.4
MAJOR ASSIGNMENT							
TOTAL IMPRESSION	ALL MARKERS	1.5	4.1	24.4	44.6	20.0	5.4
	MARKER 000	2.7	4.1	23.3	49.3	20.5	0.0
THOUGHT AND DETAIL	ALL MARKERS	1.6	4.1	22.6	54.8	13.0	2.7
	MARKER 000	1.9	2.3	29.4	36.5	19.6	6.6
ORGANIZATION	ALL MARKERS	1.6	3.5	28.8	41.1	17.1	4.8
	MARKER 000	2.5	5.7	19.9	45.5	23.4	7.0
MATTERS OF CHOICE	ALL MARKERS	1.6	3.9	13.0	39.7	33.6	7.5
	MARKER 000	2.5	3.3	18.4	46.1	23.1	6.4
MATTERS OF CONVENTION	ALL MARKERS	1.6	4.0	15.8	52.1	17.2	9.8
	MARKER 000	2.7	4.1	24.9	48.9	20.5	0.0

For Minor Assignment 1: Thought and Detail scale, 5.9% of all marks awarded were 1's, 18.5% were 2's, and 34.9% were 3's. Marker 000 gave fewer 1's (4.1%), 2's (17.1%), and 3's (26.7%).

THE SECOND TABLE INDICATES THE AMOUNT AND DIRECTION OF VARIATIONS FROM THE FINAL SCORE ASSIGNED TO A PAPER ON EACH SCALE. ON THIS TABLE, MARKERS ARE COMPARED TO OTHER MARKERS ON THE SCORES THEY ASSIGNED TO PAPERS MARKED IN COMMON. A NEGATIVE DISCREPANCY IS A SCORE BELOW THE FINAL SCORE.

SCALE BY SCALE FREQUENCIES OF MARKER VARIATION FROM FINAL SCORE IN PERCENT

SCALE NAME		-5	-4	-3	-2	-1	0	1	2	3	4	5
MINOR ASSIGNMENT 1												
THOUGHT AND DETAIL	ALL MARKERS	0.0	0.0	0.3	2.5	15.4	63.4	15.8	2.6	0.3	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.7	8.9	70.5	16.4	3.4	0.0	0.0	0.0
WRITING SKILLS	ALL MARKERS	0.0	0.0	0.1	1.3	14.3	68.1	14.4	1.5	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.0	11.0	78.1	11.0	0.0	0.0	0.0	0.0
MINOR ASSIGNMENT 2												
THOUGHT AND DETAIL	ALL MARKERS	0.0	0.0	0.2	1.8	14.8	66.0	14.8	2.2	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	1.4	13.7	75.3	7.5	1.4	0.1	0.0	0.0
WRITING SKILLS	ALL MARKERS	0.0	0.0	0.2	1.3	14.0	68.7	14.5	1.4	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.0	13.7	78.1	8.2	0.0	0.0	0.0	0.0
MAJOR ASSIGNMENT												
TOTAL IMPRESSION	ALL MARKERS	0.0	0.0	0.1	1.4	15.5	65.4	15.7	1.7	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	1.4	16.4	74.7	6.2	0.7	0.0	0.0	0.0
THOUGHT AND DETAIL	ALL MARKERS	0.0	0.0	0.2	2.1	16.6	60.8	17.0	2.8	0.4	0.0	0.0
	MARKER 000	0.0	0.0	0.0	2.5	15.6	66.4	14.4	0.7	0.0	0.0	0.0
ORGANIZATION	ALL MARKERS	0.0	0.0	0.2	1.9	15.1	64.7	15.8	2.0	0.2	0.1	0.0
	MARKER 000	0.0	0.0	0.0	2.1	12.3	69.2	15.8	0.7	0.0	0.0	0.0
MATTERS OF CHOICE	ALL MARKERS	0.0	0.0	0.2	1.6	15.0	66.3	14.5	1.6	0.3	0.1	0.0
	MARKER 000	0.0	0.0	0.0	1.9	13.7	75.3	5.5	1.1	0.0	0.0	0.0
MATTERS OF CONVENTION	ALL MARKERS	0.0	0.0	0.3	1.6	14.6	65.8	15.3	1.8	0.3	0.1	0.0
	MARKER 000	0.0	0.0	0.7	1.4	24.7	65.8	7.5	0.0	0.0	0.0	0.0

For Minor Assignment 1: Thought and Detail scale, all markers gave the median mark of the three awarded marks to each paper 63.4% of the time. They gave marks 1 below the median 15.4% of the time, and marks 1 above the median 15.8% of the time. Marker 000 was on the median 70.5% of the time, 1 below the median 8.9% of the time, and 1 above the median 16.4% of the time.

NOTE: ZERO SCORES INCLUDE BLANKS, NO RESPONSE, AND INSUFFICIENT RANKINGS.

POOR

QUALITY

ORIGINAL